

CHAPTER 15 REQUIREMENTS FOR SPECIAL EDUCATION ENDORSEMENTS

[Prior to 9/7/88, see Education Department[281] Ch 73]
[Prior to 10/3/90, see Education Department[281] Ch 81]

282—15.1(272) Special education teaching endorsements.

15.1(1) Program requirements.

- a. Baccalaureate or master's degree from a regionally accredited institution.
- b. Completion of an approved human relations component.
- c. Completion of the exceptional learner program, which must include preparation that contributes to the education of the handicapped and the talented and gifted.
- d. Professional education core. Refer to 282—paragraphs 14.123(4) “a” through “j.”
- e. Completion of pre-student teaching field-based experiences in special education.
- f. Student teaching. Each applicant for an Iowa license with a special education instructional endorsement must file evidence of completing an approved student teaching program in special education. This experience must be full-time in an approved special education classroom. An approved special education classroom is one which is recognized by the state in terms of the respective state rules for special education.

This special education student teaching experience shall qualify for each special education instructional endorsement sought on an original application for Iowa licensure if at the same grade level.

15.1(2) Adding special education instructional endorsements to Iowa licenses. After the issuance of a practitioner license, an individual may add other special education instructional endorsements to that license upon proper application provided current requirements for the endorsement(s) have been met. However, if an applicant is seeking to add a special education instructional endorsement at the same level, elementary or secondary, as other endorsements held, the student teaching component set out in the rules for added endorsement areas is not required.

However, if the applicant holds the K-6 special education endorsement for the 7-12 endorsement area being added, the applicant may satisfy the requirement for a student teaching experience by completing all the required coursework and presenting verification of competence. This verification of competence shall be signed by a licensed evaluator who has observed and formally evaluated the performance of the applicant at the secondary level.

282—15.2(272) Specific requirements. For each of the following teaching endorsements in special education, the applicant must have completed 24 semester hours in special education.

15.2(1) Behavioral disorders. These endorsements will not be issued after August 31, 2004.

a. *Prekindergarten-kindergarten behavioral disorders.* Meet the requirements for the early childhood—special education endorsement (refer to 15.2(9)) and complete coursework in:

- (1) K-12 introduction/characteristics of behavioral disorders.
- (2) A K-6 methods course specific to behavioral disorders.

b. *K-6 behavioral disorders.*

(1) K-12 introduction/characteristics of behavioral disorders to include etiology of the disability, a historical perspective of its treatment, an overview of current trends in the treatment of the disability, and a study of the impact of the disability on the child and family.

(2) A K-6 methods course specific to behavioral disorders to include an understanding of teaching materials appropriate to behavioral disorders and skill in curriculum planning and modification.

(3) A course of a general survey nature in the area of exceptional children.

(4) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:

1. Norm-referenced instruments (including behavioral rating measures).
2. Criterion-referenced instruments.
3. Ecological assessment techniques.
4. Systematic observation.
5. Individual trait or personality assessments.
6. Social functioning data.
7. Application of assessment results to individualized program development and management.

(5) Coursework or evidence of competency in:

1. Individual behavioral management, behavioral change strategies, and classroom management.
2. Methods and strategies for working with parents, regular classroom teachers, support service personnel, paraprofessionals, and other individuals involved in the education program.

(6) Student teaching specifically in a behavioral disorders K-6 categorical program.

c. *7-12 behavioral disorders.*

(1) Same as K-6 behavioral disorders except that methods and student teaching must be 7-12 instead of K-6.

(2) A course in career-vocational programming for special education students.

15.2(2) Mental disabilities: mild/moderate. These endorsements will not be issued after August 31, 2004.

a. *Prekindergarten-kindergarten mental disabilities.* Meet the requirements for early childhood—special education. Refer to 15.2(9).

b. *K-6 mental disabilities: mild/moderate.*

(1) K-12 introduction/characteristics of mental disabilities to include the etiology of the disability, a historical perspective of its treatment, an overview of current trends in the treatment of the disability, and a study of the impact of the disability on the child and family.

(2) K-6 curriculum, methods and materials course for students with mild mental disabilities (to include the concepts of career-vocational education, transition, and integration).

(3) K-12 functional, age-appropriate, longitudinal curriculum development (life skills) course for students with moderate mental disabilities which should include:

1. Assessment and evaluation.
2. Instructional methodology.
3. Integration and social interactions in regular schools and community environments.
4. Transition process from school to community environments.
5. Career-vocational programming.
- (4) A course of a general survey nature in the area of exceptional children.

(5) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:

1. Norm-referenced instruments (including behavioral rating measures).
2. Criterion-referenced instruments.
3. Ecological assessment techniques.
4. Systematic observation.
5. Individual trait or personality assessments.
6. Social functioning data.
7. Application of assessment results to individualized program development and management.

(6) Coursework or evidence of competency in:

1. Individual behavioral management, behavioral change strategies, and classroom management.
2. Methods and strategies for working with parents, regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.

(7) K-6 student teaching in a mild or in a moderate mental disabilities categorical program.

c. *7-12 mental disabilities: mild/moderate.*

(1) Same as K-6 mental disabilities except that the mild methods and the mild or moderate student teaching must be completed at the 7-12 level instead of K-6.

(2) A course in career-vocational programming for special education students.

15.2(3) *Mental disabilities: severe and profound.* The holder of this endorsement is authorized to teach students with severe and profound multiple handicaps from the age of 5 to the age of 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8). These endorsements will not be issued after August 31, 2004.

a. *Prekindergarten-kindergarten mental disabilities.* Meet the requirements for early childhood—special education. Refer to 15.2(9).

b. *K-12 mental disabilities: severe and profound.*

(1) K-12 introduction/characteristics of mental disabilities to include the etiology of the disability, a historical perspective of its treatment, an overview of current trends in the treatment of the disability, and a study of the impact of the disability on the child and family.

(2) K-12 functional, age-appropriate, longitudinal curriculum development (life skills) course for students with severe and profound multiple handicaps which should include:

1. Assessment and evaluation.
2. Instructional methodology covering adaptations and the concept of partial participation.
3. Integration and social interactions in regular schools and community environments.
4. Transition process from school to community environments.
5. Career-vocational programming.

(3) A course of a general survey nature in the area of exceptional children.

(4) Coursework or evidence of competency in:

1. Individual behavioral management, behavioral change strategies, and classroom strategies.
2. Methods and strategies for working with parents, regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.

(5) K-6 or 7-12 student teaching experience with students with severe and profound multiple handicaps.

15.2(4) *Learning disabilities.* These endorsements will not be issued after August 31, 2004.

a. *K-6 learning disabilities.*

(1) A K-12 introductory course of learning disabilities that includes a historical perspective to the field's development, characteristics and etiology, definitions and identification procedures, conceptual orientations, treatment and intervention, impact of the disability on the individual and family, and current trends and issues.

(2) A K-6 instructional methods and strategies course specific to learning disabilities that at least covers the areas of reading, written expression, listening comprehension, oral language, mathematics, independent student behaviors, social skills, and curriculum development.

(3) At least one of the following courses:

1. Methods in remedial reading.
2. Methods in remedial mathematics.
3. Language and language disorders.
4. Methods in behavioral disorders.
- (4) A course of a general survey nature in the area of exceptional children.

(5) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:

1. Norm-referenced instruments (including behavioral rating measures).
2. Criterion-referenced instruments.
3. Ecological assessment techniques.
4. Systematic observation.

5. Individual trait or personality assessments.
6. Social functioning data.
7. Application of assessment results to individualized program development and management.
- (6) Coursework or evidence of competency in:
 1. A course in individual behavioral management, behavioral change strategies, and classroom management.
 2. A methods and strategies course for working with parents, regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.
 - (7) Student teaching specifically in a K-6 learning disabilities categorical program.
 - b. *7-12 learning disabilities.*
 - (1) Same as K-6 learning disabilities except that instructional methods and strategies course and student teaching must be 7-12 instead of K-6.
 - (2) A course in career-vocational programming for special education students.
- 15.2(5) *Physically handicapped.*** These endorsements will not be issued after August 31, 2004.
 - a. *Prekindergarten-kindergarten physically handicapped.* Meet the requirements for early childhood—special education. Refer to 15.2(9).
 - b. *K-6 physically handicapped.*
 - (1) K-6 introduction/characteristics of physically handicapped to include the etiology of the disability, a historical perspective of its treatment, an overview of current trends in the treatment of the disability, and a study of the impact of the disability on the child and family.
 - (2) A K-6 methods course specific to physically handicapped to include an understanding of teaching materials appropriate to the physically handicapped and skill in curriculum planning and modification.
 - (3) A course of a general survey nature in the area of exceptional children.
 - (4) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:
 1. Norm-referenced instruments (including behavioral rating measures).
 2. Criterion-referenced instruments.
 3. Ecological assessment techniques.
 4. Systematic observation.
 5. Individual trait or personality assessments.
 6. Social functioning data.
 7. Application of assessment results to individualized program development and management.
 - (5) Coursework or evidence of competency in:
 1. Individual behavioral management, behavioral change strategies, and classroom management.
 2. Methods and strategies for working with parents, regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.
 - (6) Student teaching specifically in a K-6 physically handicapped categorical program.
 - c. *7-12 physically handicapped.*
 - (1) Same as K-6 physically handicapped except that methods and student teaching must be 7-12 instead of K-6.
 - (2) A course in career-vocational programming for special education.
 - 15.2(6) *Deaf or hard of hearing.***
 - a. *Option 1.* This endorsement authorizes instruction in programs serving students with hearing loss from birth to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8). An applicant for this option must complete the following requirements and must have completed an approved program in teaching the deaf or hard of hearing from a recognized Iowa or non-Iowa institution and must hold a regular education endorsement. See rules 282—14.140(272) and 282—14.141(272).
 - (1) Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, and including individuals from culturally and linguistically diverse backgrounds.

(2) Characteristics of learners. Preparation which includes various etiologies of hearing loss, an overview of current trends in educational programming for students with hearing loss and educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from birth to age 21. Preparation in the social, emotional and behavioral characteristics of individuals with hearing loss, including the impact of such characteristics on classroom learning. Knowledge of the anatomy and physiology of the hearing mechanism and knowledge of the development of secondary senses when hearing is impaired, effect of hearing loss on learning experiences, psychological aspects of hearing loss, and effects of medications on the hearing system.

Preparation in the psychological and social-emotional characteristics of individuals with hearing loss to include the major social characteristics of individuals with hearing loss and the effects of this disability on learning, and the social and emotional aspects of individuals with hearing loss. Physical development and potential health impairments as they relate to the development and behavior of students with hearing loss.

Components of linguistic and nonlinguistic communication used by individuals who are deaf or hard-of-hearing and communication modes used by and with individuals who are deaf or hard-of-hearing, including current theories of language development in individuals who are deaf or hard-of-hearing.

(3) Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities, including necessary alternative assessment techniques arising out of the nature of the disability and medial reports and other related diagnostic information. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

(4) Methods and strategies. Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of students who are deaf or hard-of-hearing and sources of specialized materials for individuals who are deaf or hard-of-hearing. These strategies must include knowledge of teaching academic subjects and language and speech to students who are deaf or hard-of-hearing and have a knowledge of American Sign Language. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals who are deaf or hard-of-hearing, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at all levels from birth to age 21. This preparation must include alternatives for teaching skills and strategies to individuals who are deaf or hard-of-hearing who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

Strategies for teaching technology skills and other instructional aids for students who are deaf or hard-of-hearing.

(5) Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

(6) Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities, including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

(7) Transitional collaboration. Sources of services, organizations, and networks for individuals who are deaf or hard-of-hearing, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community.

(8) Student teaching. Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-6 or 7-12), there must be planned activities which incorporate interactive experiences at the other age level.

b. Option 2. An applicant who holds an endorsement in deaf or hard of hearing issued in another state or who is eligible for such an endorsement but who does not also hold or is not eligible for a regular education endorsement in Iowa (see rules 282—14.140(272) and 282—14.141(272)) must meet the following basic requirements in addition to those set out in paragraph 15.2(6) “a.”

(1) Child growth and development with emphasis on the emotional, physical, and mental characteristics of elementary age children unless completed as part of the professional education core. See 282—subrule 14.123(4).

(2) Methods and materials of teaching elementary language arts.

(3) Methods and materials of teaching elementary reading.

(4) Elementary curriculum methods and materials unless completed as part of another elementary level endorsement program (e.g., 282—subrule 14.140(2), 14.140(3), or 14.140(12) or a similar elementary endorsement program).

(5) Methods and materials of teaching elementary mathematics.

(6) Adolescent growth and development with emphasis on the emotional, physical, and mental characteristics of adolescent age children unless completed as part of the professional education core. See 282—subrule 14.123(4).

(7) Adolescent literacy or secondary content area reading.

(8) Secondary methods unless completed as part of the professional education core. See 282—subrule 14.123(4).

15.2(7) Visually disabled.

a. Option 1. This endorsement authorizes instruction in programs serving students with visual disabilities from birth to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8). An applicant for this option must complete the following requirements and must have completed an approved program in visual disabilities from a recognized Iowa or non-Iowa institution and must hold a regular education endorsement. See rules 282—14.140(272) and 282—14.141(272).

(1) Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, and including individuals from culturally and linguistically diverse backgrounds.

(2) Characteristics of learners. Preparation which includes various etiologies of visual impairment, an overview of current trends in educational programming for students with visual disabilities and educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from birth to age 21. Preparation in the social, emotional and behavioral characteristics of individuals with visual disabilities, including the impact of such characteristics on classroom learning. Development of the human visual system, development of secondary senses when vision is impaired, effect of visual disability on development, impact of visual disability on learning and experiences, psychological aspects of visual disability, and effects of medications on the visual system. Preparation in the psychological and social-emotional characteristics of individuals with visual disabilities to include the major social characteristics of individuals with visual disabilities and the effects of this disability on learning, and the social and emotional aspects of individuals with visual disabilities. Physical development and potential health impairments as they relate to the development and behavior of students with visual disabilities.

(3) Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities, including necessary alternative assessment techniques arising out of the nature of the disability and medical reports and other related diagnostic information. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

(4) Methods and strategies. Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of visually disabled students and sources of curriculum materials for individuals with disabilities. These strategies must include knowledge of teaching Braille reading and writing, the skill in teaching handwriting and signature writing to individuals with low vision or who are blind, listening and compensatory auditory skills and typing and keyboarding skills. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with visual disabilities, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at all levels from birth to age 21. This preparation must include alternatives for teaching skills and strategies to individuals with visual disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

Strategies for teaching technology skills, other instructional aids for visually disabled students, strategies for teaching organization and study skills, tactual and perceptual skills, adapted physical and recreational skills and strategies for promoting self-advocacy in individuals with visual disabilities and for structured pre-cane orientation and mobility assessment and instruction.

(5) Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

(6) Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities, including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

(7) Transitional collaboration. Sources of services, organizations, and networks for individuals with visual disabilities, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community.

(8) Student teaching. Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-6 or 7-12), there must be planned activities which incorporate interactive experiences at the other age level.

b. Option 2. An applicant who holds an endorsement for visually disabled issued in another state or who is eligible for such an endorsement but who does not also hold or is not eligible for a regular education endorsement in Iowa (see rules 282—14.140(272) and 282—14.141(272)) must meet the following basic requirements in addition to those set out in paragraph 15.2(7)“a.”

(1) Child growth and development with emphasis on the emotional, physical, and mental characteristics of elementary age children unless completed as part of the professional education core. See 282—subrule 14.123(4).

(2) Methods and materials of teaching elementary language arts.

(3) Methods and materials of teaching elementary reading.

(4) Elementary curriculum methods and materials unless completed as part of another elementary level endorsement program (e.g., 282—subrule 14.140(2), 14.140(3), or 14.140(12) or a similar elementary endorsement program).

(5) Methods and materials of teaching elementary mathematics.

(6) Adolescent growth and development with emphasis on the emotional, physical, and mental characteristics of adolescent age children unless completed as part of the professional education core. See 282—subrule 14.123(4).

(7) Adolescent literacy or secondary content area reading.

(8) Secondary methods unless completed as part of the professional education core. See 282—subrule 14.123(4).

15.2(8) Multicategorical resource teacher—mildly handicapped. These endorsements will not be issued after August 31, 2004.

a. Option 1—K-6 multicategorical resource. The holder of this endorsement must meet the requirements to serve as a teacher of the nonhandicapped. See rule 282—14.18(272).

(1) A K-12 introductory course for providing educational services to the mildly disabled youngsters in multicategorical programs which should include current trends and issues for serving these youngsters, basic theoretical and practical approaches, educational alternatives, implication of federal and state statutes and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming.

(2) A K-6 methods and strategies course which includes numerous models for providing curricular and instructional methodologies utilized in the education of the mildly handicapped.

(3) Two strategy courses chosen from the following list:

1. A methods course for mental disabilities.

2. A methods course for learning disabilities.

3. A methods course for behavioral disorders.

4. A course in remedial reading.

5. A course in remedial mathematics.

(4) A course of a general survey nature in the area of exceptional children.

(5) A course or courses in the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of special education pupils which should include:

1. Norm-referenced instruments (including behavioral rating measures).

2. Criterion-referenced instruments.

3. Ecological assessment techniques.

4. Systematic observation.

5. Individual trait or personality assessments.

6. Social functioning data.

7. Application of assessment results to individualized program development and management.

(6) Coursework or evidence of competency in:

1. Individual behavioral management, behavioral change strategies, and classroom management.

2. Methods and strategies for working with parents, support services personnel, regular classroom teachers, paraprofessionals, and other individuals involved in the educational program.

(7) Student teaching in a K-6 multicategorical resource room—mildly handicapped.